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ABSTRACT

This handbook reviews some of the forms that can be used to package educational projects for dissemination to other schools, such as written reports, slide tape presentations, news releases, conference presentations, and workshops. Guidelines and suggestions in the essays on each format are supplemented by the appendices, which include a report writing questionnaire; a brochure design checklist; guides for writing news releases, descriptive journal articles, and research articles; instructions for submitting materials to ERIC; a workshop budget plan; a list of methods of presentation; an administrative checklist; a form for group observations; and a workshop evaluation form. A list of selected readings is included. (CMV)

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P A C K A G I N G F O R

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

DIFFUSION OF INNOVATIONS
HANDBOOK SERIES

Edward P. Caffarella, Ph.D.
Editor

College of Education
University of Maine at Orono
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The photograph on the cover of this handbook is from the photograph collection of the Kennebunkport Historical Society.

Many individuals assisted in the execution of this project. Particular thanks go to John Moran of the Bureau of Vocational Education for his encouragement and advice throughout the project. Many other individuals, notably Lois Jones and Richard Riley, within the Department of Educational and Cultural Services also assisted in the execution of the project.

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PACKAGING FOR DISSEMINATION

Introduction

The packaging of an innovative educational project is an important part of the dissemination process. The overall purpose of the packaged materials is to provide the potential user of the innovation with the information necessary to adopt and ultimately to implement the project in another school district.

The Far West Laboratory for Educational Research and Development has published a report on the need for packaging information on educational innovations. In that report they state;

> When we speak about packaging, we mean the planning, preparation, production, and putting together of all the parts of an effective program so that it will then be transportable to other sides. . . . The package itself focuses principally on the needs and interests of school districts considering the adoption or adaptation of the components of the original validated program. (Rosenau and McIntyre, 1977, p. v).

The information package should be directed at the establishment of the innovative program at another school.

The adopting school district needs extensive information on the implementing of the innovation rather than the development. Many of the purely development activities should not be included in the package.

The packaging can take many forms. Some of these forms are written reports, slide tape presentations, news releases, conference presentations and workshops. This handbook reviews some of these forms.

Report Writing

The report of an educational innovation should communicate the essential segments of the innovation to the ultimate user. The ultimate user is interested in adopting the innovation in another school district. The report should include precise details on the innovation and the process for implementing the innovation.

The report should include several types of information (Rosenau and McIntyre 1977). Some of the types of information to be included are: Instruction, Management System, Communication System, Evaluation Plan, Organization, Personnel, Materials, Equipment, and Costs. Other topics may need to be added depending upon the nature of a project.

The report should be written for the school district which is unfamiliar with the project. The individuals preparing the report should be certain that all aspects of the project are included in the report. Many times some features are overlooked by the project staff but are essential elements if another school district is to duplicate the project.

The development of the report can be started by answering a series of questions relating to each of the topics listed

above. This series of questions is included in Appendix A of this handbook. The questions are designed to elicit the necessary information regarding each topic.

The preferable way to use these questions is with a person who knows nothing about the project. This person should use the questions to interview the project staff. Since this person is unfamiliar with the project, the staff must provide detailed answers. The results of this interview will provide the basis for the report. A tape recording of this interview session will eliminate the necessity to write extensive notes.

Slide Tape Presentations

A slide tape program provides an opportunity for a potential adopter to see a program in action without actually visiting the project site. By carefully combining visuals and narration, the significant aspects of an innovative program can be demonstrated effectively. The slide tape programs can be most useful for conveying an overview of an educational innovation.

The design of a slide tape program should start with an outline of the major aspects of the innovative program. As with any report, written or otherwise, the topic should be carefully researched and outlined before developing the final product. This is particularly important when producing a slide tape program. Without this planning the slide tape program will be ineffective. Many people have made the

the mistake of emphasizing those areas for which they have many slides while not including equally important areas for which they lack slides.

Slide tape programs are relatively inexpensive. The materials for a program with fifty slides will cost around twenty-five dollars.

A slide tape presentation consists of a series of slides coordinated with an audio tape. Most often the slides are 35mm color slides but other formats can be used such as Instamatic (126), pocket Instamatic (110), and write on slides. The audio tape usually is a cassette tape synchronized either manually with audible 'beeps' or automatically with a separate track 1000 hz. pulse.

The actual production of a slide tape program can be a very simple process or a very complicated process. The equipment necessary to produce a slide tape program varies directly in proportion of the level of sophistication desired in the final product. A basic equipment list can be divided into three levels.

Minimum equipment needed:
- slide projector
- cassette tape recorder
- camera

Good to have:
- noise maker for 'beeps' and/or
- sound sync 1000 hz. cassette tape recorder

Nice to have:
- copy stand (35 mm camera with closeup lens)
- darkroom (ortho black & white film, E-6 color)
- Ektamatic copy stand
- Thermofax copy machine

The following steps provide a basic outline for the production of the program:

A. Stop and think
B. Set up a story board
C. Write a script
D. Decide on the visuals
E. Take, make, or find the slides
F. Do the tape narration
G. Try out the presentation with a live audience
H. Revise
I. Add sync pulse if desired
J. Package slides in a tray with cassette tape and script
K. Cross your fingers
L. Plan ahead! Film processing may take two weeks

By following these steps the producer should be able to complete a very acceptable slide tape program.

When assembling a program, experience has shown that the following items are helpful to consider.

Slides

1. Shoot all slides horizontally
2. Don't mix types of slides except as a last report
3. Kodak Ektagraphic write-on slides are quick for titles
4. Use only Kodak slide trays
5. Keep the presentation to 78 slides (1 and 80 should be black slides)

Tape

1. Find someone with a good voice
2. Tape in a quiet room
3. Hold mike 6 to 12 inches from your mouth
4. Talk over, not into the mike
5. Add music through a mixer if possible
6. Caution: Most music is copyrighted!
7. Pop out the 'tabs' on the back of the cassette so it can't be accidently erased

By following these hints the producer can avoid some of the problems which have been encountered by others.

A planning board should be used in the early development of a slide tape presentation. The planning board utilizes

small cards (Figure 1) which can easily be rearranged as necessary. The cards are typically divided into one section for visual and another section for the narration.

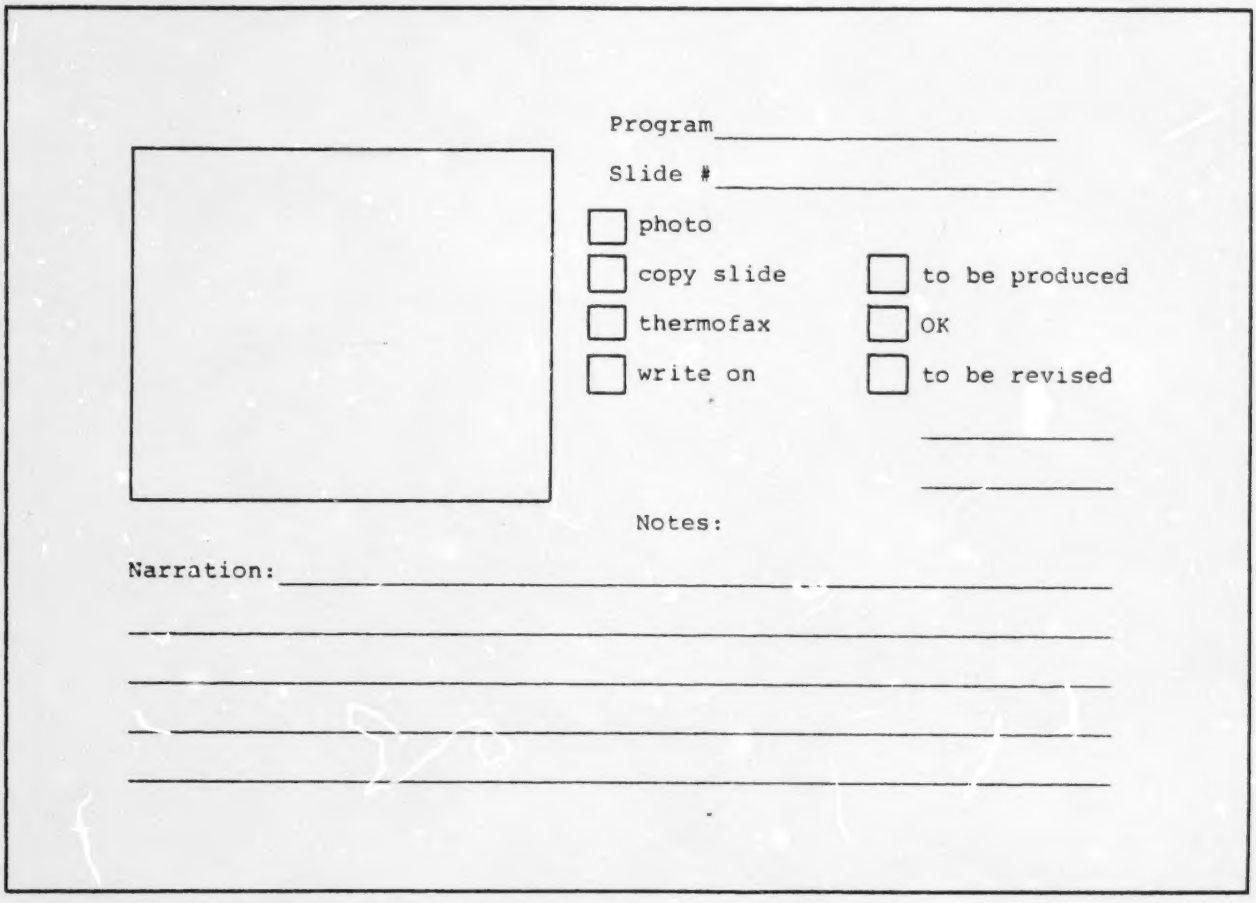
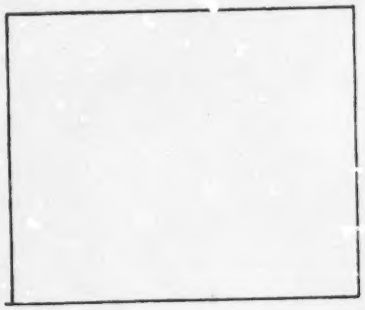
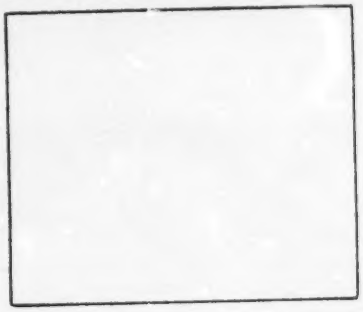
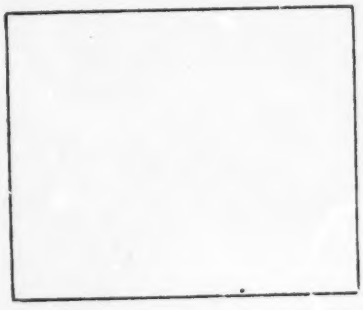


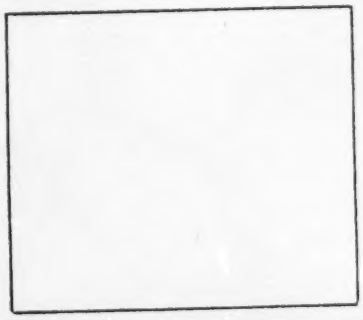
Figure 1. Sample planning board cards

After the program has been completed the information on the cards should be transferred to a standard size sheet of paper. A sample form for finalizing the script is included in Figure 2. The finalized script provides an easy index for the user of the program when it is projected on a screen.









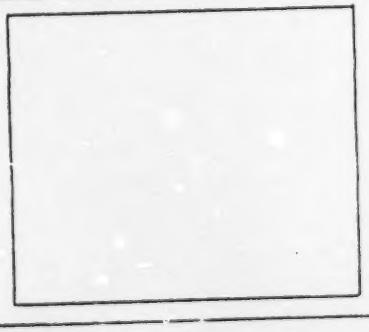


Figure 2. Sample script form.

Publicity

An innovative project should be publicized to the local community as well as to the educational community outside the local district. The publicity should include a description of the project which will instill interest in those not directly involved in the project. Publicity can take the form of brochures, news releases, articles, conference presentations, or reports submitted to the Educational Resources Information Center (ERIC).

Publicity may take place prior to, during or at the completion of the project or program. At whatever stage publicity is used, it attracts attention to the program and serves to increase awareness and interest. The purpose of this section is to review the use the various types of publicity, writing the different types, presenting information at conference presentations, and submitting reports to ERIC.

Each type of publicity has certain characteristics and audiences which make it more or less appropriate depending upon the status of the project and the intended audience. The chart in figure 3 shows some of the purposes for which publicity may be utilized by a project. The vertical columns of this chart show the types of publicity which best meet the purpose on that line.

Publicity Time Line	Type of Publicity: Brochure	News Release	Article	Conference Presentation	ERIC
I. Publicity prior to project beginning	X	X			
a. encourages participation b. provides general information c. allows school or state department an opportunity to "crow"					
II. During project	X	X	X	X	
a. encourages particpation b. provides general information c. up-dates information					
III. After completion of project	X	X	X	X	X
a. review of project b. communicates availability of dissemination materials c. provides guide for adoption and implementation d. communicates information on demonstrations and workshops					

Figure 3. Advantages of various types of publicity

Both general descriptive presentations and research findings can be presented as news releases, journal articles, conference presentations, and through information retrieval sources such as ERIC.

Brochures

a. Should be eyecatching, attractive, and make careful and wise use of color. There should be plenty of open space with illustrations which supplement the text.

b. Carefully worded headings in bold print and/or a contrasting color help the reader to quickly identify desired information.

c. An address should be included in an obvious place for those who want more information.

d. If the brochure is to be mailed, it should have the addressing surface with return address and bulk mail permit (if applicable) preprinted.

News Releases

a. About one typewritten page (for specific instructions, see guide for news release).

b. May be sent to newspapers, radio stations, television stations, appropriate local, state, regional and national associations and state agencies.

Journal Articles

a. Since journals differ in style, the specific journal should be contacted for manuscript submission instructions.

b. Many journals require particular writing styles.

Conference Presentations

a. Identify those organizations which would be interested in your project. An examination of several back issues of journals may provide conference information. Because many national associations hold several conferences throughout the year, a letter to the national headquarters requesting information regarding conference presentations may result in a number of possibilities. Caution: Due to the extensive preparation of national conferences, program proposals are often submitted six to nine months prior to conference date.

b. Due to more immediate interest, local, state and regional conferences should be considered.

c. Projects need not be complete to submit proposals.

These types of publicity are not all inclusive but are the forms most commonly used by school districts.

Several guides for the development of publicity have been developed and are included in Appendix B of this volume.

Each guide, except brochures, has three columns. The first column lists the important points to be included in the publicity. In the second column labeled "Brainstorming" ideas should be listed without regard for logical order, importance or usefulness. The third column is for putting the ideas in logical sequence, choosing the most important and useful items from column two, and preparing a paragraph(s)

outline. Some of the points listed in column one may be eliminated if they are not applicable to a given project.

Sometimes the publicity will be used by another group such as a newspaper or magazine. The project personnel should review the editorial style of the selected publication to ascertain that the publicity is appropriate for inclusion. Most scholarly journals have very precise manuscript requirements which they will provide upon request.

The writing style should be consistent. There are several "style manuals" which are used regularly by educators.

American Psychological Association. Publication Manual. Washington, D.C.: The Association, 1974.

Campbell, William G. Form and Style in Thesis Writing. Boston: Houghton Mifflin, 1954.

Dugdale, Kathleen. A Manual on Writing Research. Bloomington, IN: Indiana University Bookstore, 1962.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: University of Chicago Press, 1973.

University of Chicago Press. A Manual of Style. 12th ed. Chicago: University of Chicago Press, 1969.

The manuals are valuable resources for anyone writing reports or articles.

The effective publicizing of a project can build support for a project while simultaneously providing information on an innovative idea to other educators.

Workshop Design

Workshops are often used to introduce new programs to a group of people. They give participants an opportunity

to test out and become actively involved with new concepts, ideas, and specific program activities.

In designing a workshop, the leader must first determine what the participants will learn during the workshop. This is done by developing clear and concise objectives for the session. The objectives should be stated in terms of what the participants will be able to do as a result of the workshop.

The leader should ascertain from potential workshop participants what they would like to have included as part of the workshop topics and activities. This could be done with written surveys by soliciting ideas via group meetings (e.g., teachers' meetings), or by individual conversations.

In the preliminary planning stages a budget must be developed and a time, place, and date for the workshop must be determined. The workshop budget should include the costs of the workshop and a plan for financing it. The costs of the workshop should include staff, materials, facilities, accommodations, food, travel, publicity and pre-workshop planning. Workshop Budget and Arrangements Plans are included in Appendices C-1 and C-2.

When designing the actual activities and materials for the workshop the following ideas should be considered:

1. Use a variety of presentation methods (see Appendix C-3);

2. Select meaningful examples and practice exercises based on the expected audience;
3. Develop something concrete (e.g., handouts, bibliographies);
4. Develop a time schedule for the workshop; and
5. Make sure not to include too much for the allotted time.

Prior to the actual day of the workshop, a final check should be made on all the arrangements for the workshop. This should include items such as finalizing meal plans and accommodations and confirming staff commitments. Two checklists to assist in completing these final arrangements are included in Appendix C-4.

When implementing a workshop, the workshop leaders would be both knowledgeable and enthusiastic about what they are presenting. They need to think about the atmosphere they wish to create while providing a good role model for the participants. For example, it makes no sense for a workshop leader to endorse the participatory method of education by lecturing for a three-hour period.

The workshop leaders should keep the participants focused on the subject of the workshop. This is not to say that they should not be flexible in the conducting of the activities, but the participants will become frustrated if a workshop does not address the stated objectives.

One method for keeping a workshop focused is to include, as part of the workshop format, a group process or group observation component. This allows participants to examine whether or not the process being used is effective in meeting the objectives of the workshop. Two example forms which can be used in conducting group processes are given in Appendix C-5.

All workshops should have an evaluation component. The evaluation should be done by both the participants and those involved in planning and conducting the workshop. The evaluations should include three basic questions:

1. Did the workshop cover the proposed subject?
2. If so, what were the strengths and weaknesses of that presentation?
3. Was the workshop worth attending?

The focus of the evaluation should be on the improvement of future workshops. Appendix C-6 includes a sample workshop evaluation form.

Summary

The packaging of an educational innovation for use by other school districts is important in the dissemination process. Regardless of the form for the packaging it should provide the potential adopters with sufficient information to successfully adopt the innovation in a new setting.

Selected Readings

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Bishop, Leslee. Staff Development and Instructional Improvement: Plans and Procedures. Boston: Allyn and Bacon, 1976.

Conducting Workshops & Institutes. Washington, D.C.: Adult Education Association, 1956.

Davis, Larry Nolen. Planning, Conducting, Evaluating Workshops: A Practitioner's Guide to Adult Education. Austin, Texas: Learning Concepts, 1974.

Davis, Larry Nolen and McCallon, Earl. Workshop Staff Packet. (Planning, Conducting and Evaluating Workshops). Austin, Texas: Learning Concepts, 1974.

Harris, B.W. and Bessent, W. In-Service Education: A Guide to Better Practice. Boston: Allyn & Bacon, 1976.

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Rosenau, Fred S. and McIntyre, Diane H. Packaging Your Educational Program. San Francisco: Far West Laboratory for Educational Research and Development, 1977, ERIC #138 295.

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Tested Techniques for Teachers of Adults. Washington, D.C.: National Association for Public Continuing and Adult Education, 1972.

Appendix A

REPORT WRITING QUESTIONNAIRE

Packaging for Dissemination
Report Writing
Section I -- INSTRUCTION

What is the main component of the project?

How does the instruction take place?

What subject matter is covered by the project?

How are the students selected?

How are the students scheduled?

What are the unique characteristics of instruction used in the project?

Packaging for Dissemination
Report Writing
Section II -- MANAGEMENT

What is the role of the project director?

What is the relationship between the project director and the local school district?

What are the lines of authority within the project?

What kinds of administrative support are necessary?

How much administrative time is required to execute the project?

Are there any unique management aspects in the project?

Packaging for Dissemination
Report Writing
Section III -- EVALUATION

What changes did the project make in student learning?

What evidence do you have that this change took place?

Who conducted the evaluation of the project?

Where can an interested person obtain a copy of the project evaluation report?

Packaging for Dissemination
Report Writing
Section IV -- ORGANIZATION

How many schools are served by the project?

How many students are served by the project?

What is the minimum number of students for which the program can be organized?

Is the project directed at any particular subgroup of students?

Are there abnormal organizational features which may conflict with district policies?

Are there any other organizational factors about which a consuming school district should be aware?

Packaging for Dissemination
Report Writing
Section V -- PERSONNEL

What kinds of personnel will be employed on the project?	What role will each person perform?	What tasks will this person execute?	How much time will this individual commit to the project?	What skills or qualifcations must this person possess?

Packaging for Dissemination
Report Writing
Section VI -- MATERIALS/EQUIPMENT

What equipment is necessary to operate the project?

What materials are necessary to operate the project?

What expendable supplies are necessary to operate the project?

Where did you obtain the above items?

How much classroom space is required?

What other materials, equipment or space is required to operate the project?

Packaging for Dissemination
Report Writing
Section VII -- ESTIMATING COST

What personnel costs are necessary to operate the project?

Personnel	Number	Salary	Fringe Benefits	Total Cost

What is the cost for the facilities used in the project?

What is the cost for expendable supplies?

What is the cost for any other items needed for the project?

What additional costs are necessary to initially start up the project?

Packaging for Dissemination
Report Writing
Section VIII -- GETTING STARTED

What "start up" tasks must be completed before the project begins? When should these tasks be done?

	Month												
Task	M	J	J	A	S	O	N	D	J	F	M	A	M	J
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

Packaging for Dissemination
Report Writing
Section IX -- ADOPTION CRITERIA

What are the most important features to consider when selecting this project?

Are there some factors which a school district must be willing to accept if the project is to function?

Should a school or district have certain capabilities before it should attempt to operate a project?

Appendix B-1

DESIGNING BROCHURES

Brochures are a form of advertising, generally printed on one sheet of paper, which is then folded so one surface forms a separate and distinct cover. They should reflect the program in both style and content. For instance, a brochure describing the Norlands Schoolhouse, a "living history" lesson, would be most effective, done in somewhat antique colors and print style. Stark lettering and bold contrasts in colors would be more appropriate for describing the Augusta Civic Center. The brochure must also be appealing to the intended audience.

Preparing a brochure involves planning, writing, designing layout, preparing the mock-up, printing and distributing.

Brochure Design Checklist

I. Planning a Brochure

A. Purpose:

B. Intended audience:

C. Information:

1. What is essential? List points.

2. Format appropriate:

a. Lists?

b. Short paragraphs?

c. Question/answer?

d. Illustrations with captions?

e. Order forms?

f. Registration blanks?

D. Illustrations:

1. Line drawings?

2. Cartoons?

3. Photographs?

4. Maps?

5. Charts or tables?

6. Other?

E. Distribution:

1. Mail without envelope?

F. Printing:

1. Number of copies (unit cost decreases as quantity increases)

2. How print?

a. Offset?

b. Mimeograph or ditto? (Infrared stencil needed for photographs but clarity may be lost)

c. Other?

3. Color:

a. How many? (each different color necessitates another press run, which increases costs accordingly)

b. What paper color?

c. What ink color?

II. Writing a Brochure

A. Write essential information in chosen format

B. Amount?

1. Too much text?

2. Edit to reduce or simplify

C. Write subject headings (if needed)

1. Are they appropriate? distinctive? clear?

III. Designing Layout

A. Collect samples of various brochures

B. Note placement of:

1. Cover

2. Addressing surface for mailing

3. Order forms

4. Division of text and division indicators

5. Use of subject headings and/or questions

6. Use of empty space

7. Various overall design (layouts)

8. Size of paper

9. Use of color

10. Use of various print sizes

11. Uses of boxes and other orders

C. Fold blank paper for layout

D. Indicate various sections

E. Cut text into sections or paragraphs

F. Assemble illustrations (remember that any illustrations can be printed larger or smaller than the original)

G. Arrange text and illustrations

H. Add boxes and borders as needed to set off special data or sections.

I. Look at your arrangement critically

1. Is it:

a. Eyecatching?

b. Attractive?

c. Readable?

d. Uncluttered?

2. Does open space aid the reader in locating information?

3. Have you included:

a. An address for obtaining further information?

b. Return address on mailing surface?

c. Bulk mail imprint if appropriate? (permit obtained from post office)

J. Rearrange as necessary

IV. Mock-up (a model of the final brochure which is given to the printer)

A. Paste sections of text in place

B. Indicate location of illustrations

C. DO NOT paste illustrations in mock-up

D. Note where bold type is needed

V. Printing and distributing brochures

A. Take mock-up with separate illustrations to printer

B. Choose

1. Paper

2. Color(s) of ink

3. Style

C. Make arrangements for:

1. Folding
2. Addressing
3. Mailing and/or other distribution

Developing effective brochures from scratch is a time-consuming process. Don't get discouraged. The results are worth the effort.

Appendix B-2

A GUIDE FOR WRITING A NEWS RELEASE

Your Project_____

Points to Cover	Brainstorming	Information to Include in Your News Release (Paragraph Outline)
Section I:		
A. Name of project		
B. Sponsoring agent (school system and town)		
C. Funding agency		
D. Director and other personnel		
Section II:		
A. KISS (Keep it Short and Sweet)		
B. Description (general description--in column 2; choose most important and/or most interesting to include in Column 3)		
1. Students/teachers involved		
2. Curriculum area		
3. Procedures, etc.		
Section III:		
A. Results or present status of project and future plans		
B. How to obtain further information		

Appendix B-3

A GUIDE FOR WRITING

DESCRIPTIVE JOURNAL ARTICLES

Points to Cover	Brainstorming	Information to Include in Article (Paragraph Outline/ Draft)
I. Introduction:		
A. Attention 1. Ancedote or 2. Reasons for success, or 3. Reasons why project was necessary or desirable		
B. Overview and (brief) description of project activities		

If the project is long term, go to the next page.
If the project is short term or early-in-progress, skip the next page.

Long-Term Project (either well-in-progress or completed)

Points to Cover	Brainstorming	Information to Include in Article (Paragraph Outline/ Draft)
II. Description: A. History of project 1. How it got started 2. Goals 3. Methodology 4. Various problems and how handled 5. Application to community and school B. Present status (Evaluation) C. Future Concerns		

Skip the next page.

Short-Term and/or Early-in-Progress Project

Points to Cover	Brainstorming	Information to Include in Article (Paragraph Outline/ Draft
II. Description:		
A. Background statement 1. School(s) and/or district(s) involved 2. Students		
B. Procedures and/or Methodology 1. Interesting ancedotes 2. Reactions of students, staff community 3. Problems encountered, how dealt with		
C. Evaluation 1. Plan 2. Results		
D. Future Plans (Optional)		

Go to the next page.

Either Article

Points to Cover	Brainstorming	Information to Include (Paragraph Outlined Draft)
III. Conclusions:		
A. Possible extensions of project in other curriculum areas or school situations		
B. How to obtain further information		
IV. References: (If applicable)		
Possible Titles: Read what you've put together in Column 3 and think up some good titles. Choose one title.		

Appendix B-4

A GUIDE FOR WRITING A RESEARCH ARTICLE

I. Choose Tables:

A. Put data in appropriate tables.

B. Which tables might you want to include in your article? (List possibilities)

C. Which of the possible tables are the most important to include? (List)

II. Conclusions and Recommendations:

A. What conclusions are supported by the tables you are using?

B. What recommendations are supported by the tables you are using?

III. The body of the article:

A. Write a brief introduction keeping tables and conclusions in mind.

B. State problem being researched.

C. Review Literature--KISS (Keep It Short and Sweet)

D. Procedures used that led to tables used.

E. Description of results illustrated in tables.

IV. Organize the paper:

A. Put article together in order

1. Introduction
2. Statement of problem
3. Literature review
4. Procedures and results with notation
5. Conclusions
6. Recommendations
7. Tables
8. References

B. Read through article and edit carefully

C. Write abstract (100-200 words) including:

1. Statements of problem, methods, results and conclusions
2. Specify population (number, type, age, sex, etc.)
3. Describe research design, test instruments, and data gathering procedures.
4. Summarize the data or findings, including statistical significance levels as appropriate.
5. Report inference made or comparisons drawn from the results.

D. Write title and make cover page

E. Put title page and abstract in front of article

F. Type in final form following guide suggested by journal to which you are sending article.

G. Proofread and mail. Good luck!

Appendix B-5

SUBMITTING MATERIALS TO ERIC

Teachers, administrators, supervisors, librarians, researchers, media specialists, and others are invited to share through ERIC the worthwhile publications, procedures, "how-to-do-it" items, and ideas they have developed. All materials must be either printed or typed. (Unfortunately, there is as yet no provision for accepting nonprint items-films, filmstrips, videotapes, audio recordings, and the like.)

The following standards and procedures apply to material submitted to ERIC:

1. Items should be in 8 1/2" x 11" format.
2. Two legible copies are required; dittoes are NOT acceptable.
3. Documents may be type-set, typewritten, Xeroxed, or mimeographed. One copy should be an original. They must be easily readable. Reprints of journal articles (or manuscripts for them) are not accepted for RIE.
4. Letters should be cleanly and fully formed, made with clean type in sharp contrast to the background (paper).
5. Each item should be accompanied by a statement from the sender stating whether it is copyrighted (giving publisher and price, if applicable) and, if possible, granting copyright release to permit it to be entered, if appropriate, into the ERIC system. (Copyrighted items for which releases

are not granted will be announced as available from their original source.)

6. Uncopyrighted items that are accepted can be made available in microfiche and/or hardcopy form through usual ERIC procedures.
7. Once a document has been announced in RIE, the sender receives a card giving identification number and ordering information.

Items submitted under the above conditions should be addressed to "Director of Acquisitions" of the Clearinghouse most closely related to items contents.

If you are uncertain of which Clearinghouse your materials should be sent to, you may mail them to: Manager, Acqusitions and Document Control Department, ERIC Processing and Reference Facility, Operations Research, Inc., 4833 Rugby Avenue, Suite 303, Bethesda, MD 20014. They will forward the materials to the appropriate clearinghouse.

ERIC CLEARINGHOUSES

CAREER EDUCATION
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

COUNSELING AND PERSONNEL SERVICES
University of Michigan
2108 School of Education Building
Ann Arbor, Michigan 48104

READING AND COMMUNICATION SKILLS
National Council of Teachers
of English
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED CHILDREN
The Council for Exceptional
Children
1920 Association Drive
Reston, Virginia 22091

LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

HIGHER EDUCATION
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES
Area of Instructional Technology
School of Education
Syracuse University
Syracuse, New York 13210

JUNIOR COLLEGES
University of California
at Los Angeles
96 Powell Library Building
Los Angeles, California 90024

EARLY CHILDHOOD EDUCATION
University of Illinois
College of Education
805 West Pennsylvania Ave.
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOL
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

SCIENCE, MATHEMATICS AND
ENVIRONMENTAL EDUCATION
The Ohio State University
1200 Chambers Road, 3rd Floor
Columbus, Ohio 43212

SOCIAL STUDIES/SOCIAL SCIENCE
EDUCATION
Social Science Education
Consortium, Inc.
Boulder, Colorado 80302

TEACHER EDUCATION
American Association of Colleges
for Teacher Education
One Dupont Circle, N.W. Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT, AND
EVALUATION
Educational Testing Service
Princeton, New Jersey 08540

URBAN EDUCATION
Box 40
Teachers College
Columbia University
525 West 102th Street
New York, New York 10027

Appendix C-1

WORKSHOP BUDGET PLAN

I. Funds Available:

1. Participants fees
2. From organization(s)
3. From contracts, foundations
4. Other _____

Total =

II. Costs for Workshop

1. Staff

Name	Amount	Per Diem
a)		
b)		
c)		
d)	Subtotal	_____

2. Materials

a)		
b)		
d)	Subtotal	_____

3. Facility

a) Meeting Rooms

b) Staff Work Rooms

c) Hospitality Suite

d) Other

Subtotal _____

4. Accommodations for Participants & Staff
(if paid by workshop budget)

a) Participants

b) Staff Subtotal_____

5. Meals, Coffee Breaks & Other Refreshments

a) Catered Meals

	No. Served	Cost	Tip
1.			
2.			
3.			
4.			

b) Coffee Breaks & Other Refreshments

	No. Served	Cost	Tip
1.			
2.			
3.			
4.			

Subtotal_____

6. Travel for Participants & Staff

a) Participants

b) Staff

Subtotal_____

7. Publicity for Workshop
(includes brochure, mailing)
Subtotal_____

8. Pre-Workshop Planning
(i.e.: costs for planning meeting)
Subtotal_____

Adopted from Larry Nolan and Earl McCallon. Planning, Conducting, and Evaluating Workshops. "Workshop Budget," pp. 163-164.

Appendix C-2

WORKSHOP ARRANGEMENTS PLAN

TASK	Task Completed (indicated by a check)
1. Date & Time for Workshop	
_____	_____
2. Staff	
Name Assignment	
_____	_____
_____	_____
_____	_____
_____	_____
3. Facility	
Site Selected (Include an onsite visit)	
_____	_____
Specific Meeting/Meal Rooms	
_____	_____
_____	_____
_____	_____
4. Accommodations	
Where _____	_____
Rooms Confirmed _____	_____
_____	_____
5. Food & Refreshments	
Planned Ordered	
Meals	
Coffee Breaks	
Other	

TASK — Task Completed

6. Travel

Mode _____ _____

_____ _____

7. Publicity

Description Audience Quantity

_____ _____

_____ _____

_____ _____

_____

8. Specific Invitations to Participants

No. Invited _____ _____

No. Estimated _____ _____

No. Pre-registered _____ _____

9. Materials & Equipment (i.e.: Handbooks)

Description Quantity

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Adopted from Larry Nolan and Earl McCallon. Planning, Conducting and Evaluating Workshops. "Arrangements," p. 178-180.

Appendix C-3

METHODS OF PRESENTATION

Lecture

Role Playing

Guided Group Discussion

Media Presentations-Films, Videotapes, Filmstrips

Simulations and Games

Panel

Debate

Presentation with Reaction Panels

Demonstrations

Skills Practice

Brainstorming

Buzy Session

Case Study

Critical Incident Technique

Constructing Materials

Appendix C-4

ADMINISTRIVIA CHECKLIST

Have all participants been notified of the workshop plans?

Have all participants acknowledged receipt of this notification?

Do you know exactly who will be participating?

Have hotel or motel reservations been made according to the wishes of each participant?

Have all participants received the appropriate clearance and authorization to attend the workshop?

If transportation in the local area will be required, has this been arranged?

Do you have access to keys for any buildings, rooms, or supply cabinets that will be needed?

Do you know what to do in case of unforseen accidents or emergencies during the workshop?

Have you set up a greeting committee or "hospitality hour" for arriving participants?

Do you have all the necessary forms to be filled out for travel and per diem?

Are you certain how these forms are to be filled out and processed?

Do you have name tags made up for participants?

A Check List for Determining Priorities When Conducting Seminars, Workshops, and Institutes

1. Identify seminar participants
2. Identify local program personnel
3. Prepare tentative agenda
4. Advance registration
5. Prepare letter of invitation
6. Invite exemplary program representatives
7. Local program personnel: secure commitment
8. Materials to program personnel
9. Invite participants (include materials)
10. Arrange food services
11. Press: feature stories
12. Select program chairperson
13. Select planning committee
14. Press release: identify committee members
15. First meeting of committee
16. Materials to committee members
17. Determine goals and objectives
18. Determine geographic area
19. Arrange financing
20. Set seminar date
21. Determine participant populations
22. Press release: planning session
23. Meeting facilities
24. Identify programs to be presented
25. Select small group discussion leaders

26. Call participants to insure commitment
27. Make hotel reservations
28. Orient local program panels
29. Finalize seminar agenda
30. Make follow-up arrangements
31. Engage clerical staff
32. Press release: participants
33. Brief small group discussion leaders
34. Secure audiovisual equipment
35. Arrange meeting facilities through staff
36. Arrange participant transportation
37. Assign participants to small groups
38. Press release: out of town participants
40. Prepare name badges and small group assignments
41. Give approximate count to food services
42. Request media coverage
43. Arrange late registration
44. Set up registration
45. Transport guest from hotel to seminar
46. Issue complimentary luncheon tickets
47. Check seating and facilities
48. Administer evaluation instruments
49. Evaluation forms to evaluators
50. Press release for weeklies: follow-up
51. Thank program personnel
52. Conduct follow-up activities

NOTE: Some items may not be applicable

Appendix C-5

GROUP OBSERVATIONS

Use the following guide to help pinpoint any problems you noticed while participating in small group activities.

1. Did group(s) seem to favor certain attitudes or behaviors over others? Did this cause problems? Describe.

2. In getting its work done, did group overlook individual feelings or contributions? Did group attention to individual concerns keep it from accomplishing its task? Describe.

3. Did members share effectively in group workload? Did certain members do all the work, or always do same work? Describe.

4. Did group develop its own leadership? Was leadership too authoritarian, too loose, or appropriate? Describe.

5. Did the behavior of certain individuals block the group learning? Describe (you may or may not use names).

6. Did the group(s) have trouble in reaching decisions? Describe.

7. Were there problems in the degree of cooperation/competition between groups? Describe.

8. Others

Davis, Larry Nolan. Workshop Staff Packet. 1974, pp. 26 & 28.

GROUP DYNAMICS OBSERVATION FORM
(What to look for)

Group_____
Observer_____
Date_____

COMMUNICATION

Who is talking (indicate)?
Are they talking to the group or to an individual?
Are people having a chance to talk?
Are they able to finish what they start to say?
Notes

NON-VERBAL

Who is talking?
What kind of looks are people giving each other?
Notes

Show position of members and names

LISTENING

Are speakers being heard?
Are speakers being listened to?
Are people thinking about what they're going to say next?
Notes

CONTENT

What is the content or subjects of the discussion?
Notes

CLIMATE

Is it a serious or a relaxed group?
Are members comfortable or nervous and tense?
Notes

SENSITIVITY

Are people considerate of each other?
Is there a feeling that people care about each other?
Are they authentic?
Notes

METHODOLOGY

How did group start off?
What was the agenda, and how was it set up?
How did ideas and alternatives get handled? Dropped or developed?
How did decisions get made?
Notes

ROLES

Who is taking responsibility for keeping the group working well? How?
Who is making it difficult for group to work well? How?
Notes

(Social Dynamics Incorporated 9/30/68)

Appendix C-6

WORKSHOP EVALUATION FORM

Please respond to the items below on the following scale:

4 - Outstanding 3 - Good 2 - Adequate 1 - Poor

General

____Accommodations

____Overall organization of training program

____Quality of the presentation

____Utility of material presented

____Willingness of discussants to respond to specific questions

____Concern for the comfort and the welfare of the coordinators

____Involvement of coordinators in the session

____Project Director's responsiveness to coordinators

Specific Program

____1. Awareness of the need for comprehensive health education in Maine.

____2. Provide leadership in developing a comprehensive plan for public relations and orientation.

____3. Understand the role of the coordinator in K-12 curriculum implementation and be able to develop strategies relating to the following:

____procurement and dissemination of resources
____effective communication
____long range planning
____evaluation and documentation
____staff development

____4. Understand the dynamics of interdisciplinary curriculum theory and how to put it into practice.

____5. Understand how to effectively communicate with school boards.

Evaluation of School Health Education Project Workshop. HERC, University of Maine at Farmington, 1978.